



T4. COACHING LEARNERS TO GIVE AND RECEIVE FEEDBACK

Created for the *CanMEDS Teaching and Assessment Tools Guide* by S Glover Takahashi.
Reproduced with permission of the Royal College.

See Scholar Role teacher tips appendix for this teaching tool

Learner's name: _____

A. Receiving Feedback

1. Take a minute to recall a specific time/situation recently when you received feedback in a way that was effective at improving your performance.

2. Describe the details of that situation (e.g. what, where etc).

3. Why do you think that your performance was improved by that feedback? (Do you have supporting 'evidence' of improved performance – if so describe the evidence?)

4. Now try to recall a specific time/situation recently when you received feedback in a way that was not effective at improving your performance.

5. Describe the details of that situation (e.g. what, where etc)



T4. COACHING LEARNERS TO GIVE AND RECEIVE FEEDBACK (continued)

6. Why do you think that your performance was not improved by that feedback?

7. Are there differences in the features of the situations (e.g. who, what, where and why)? What are the differences? How do you interpret the impact on your performance?

B. Giving Feedback

8. How might you determine
- if a learner is ready for feedback?
 - If a learner trusts the teacher?
 - If the learner is motivated to improve?

9. What sorts of things/‘**content**’ would you explore with a learner when discussing their performance (will vary by case and Roles, e.g. interpretation of results/Medical Expert; use of open ended questions/Communicator)?

10. For monitoring the learner’s ‘**reactions**’ to the feedback, what sorts of things would you monitor? (e.g. the areas of agreement)

11. In ‘**coaching**’ for performance change, what sorts of things would you include in your coaching? (e.g. tips, priorities)
